

The Psalter Lane Nursery

137 Psalter Lane, Sheffield, South Yorkshire S11 8UX



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| Inspection date | 20 March 2019 |
| Previous inspection date | 17 March 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The manager and her deputy provide clear, consistent and purposeful leadership to the well-qualified staff team. They have high expectations and know the needs of the children in their care well.
- The staff work closely with parents to accurately assess children's stage of development when they first join the nursery. They continue to provide parents with good guidance to help them to contribute further to children's learning.
- Staff provide strong help to children, including those who receive additional funding and those with special educational needs and/or disabilities (SEND), to make good progress overall in all aspects of their learning. They identify any delays in children's learning and take thorough steps to address them.
- Staff are very strong role models. They promote good manners and successfully encourage good behaviour. They help children to achieve good levels of independence and self-awareness. For example, children learn to put on own their coats and shoes with little help from adults.
- Staff provide a safe and stimulating place for children to play. They watch over the children carefully, for example they help them to safely manage the stairs between floors.
- Parents are proud of the nursery. They typically comment on the warm and friendly welcome they receive from staff and the good quality of information they routinely receive on their children's progress. They rightly feel that their children are well prepared for the next stage in their education, including starting school.
- Staff do not consistently reinforce and support children to extend the mathematical vocabulary they are learning, particularly for shape and measure.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen teaching strategies to help staff reinforce and extend children's mathematical vocabulary, particularly for aspects of shape and measure.

Inspection activities

- The inspector observed indoor and outdoor activities and assessed the impact on children's learning.
- The inspector spoke to children and staff.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager. He reviewed a range of documentation, including procedures to check the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views, including those expressed in written evidence.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The manager ensures that staff take good advantage of training on all aspects of protecting children from harm. The manager and her deputy regularly challenge staff through spot quizzes and staff-meeting discussions. Consequently, staff have a good knowledge of how to identify, record and report any potential concerns. The manager listens to the views of staff, parents and children to reflect on the quality of nursery provision. There are robust procedures in place to support staff to improve the quality and effectiveness of their teaching. The nursery staff build close relationships with other settings and schools. For example, they have undertaken joint projects to support children and their families to make a smooth transition to the next stage of their education.

Quality of teaching, learning and assessment is good

Staff are imaginative and have high expectations overall. Staff help young children explore their sensory development when they play with many different substances, such as shiny paper, foam, sand and water. They enrich children's imagination through well-told stories, songs and rhymes. Staff plan activities carefully to match the constantly developing range of children's interests. For example, children enjoy mixing the different plants and leaves they have helped to collect and identifying the different smells, such as that of pine needles. Staff work closely with specialist educational professionals, such as speech and language therapists and educational psychologists, to help children with SEND to achieve well.

Personal development, behaviour and welfare are good

Staff help children to settle in quickly and feel confident in the nursery surroundings. For example, they often maintain eye contact with children and use praise and positive language to raise children's self-awareness and esteem. Staff accurately identify any signs that children are not settling in and plan activities to overcome this, such as creating group games with a few children or giving individual one-to-one support. Children develop their social skills well. Staff introduce them to several different cultural experiences, such as the Iranian New Year or Hanukkah celebrations. The staff strongly encourage children's awareness of good hygiene and healthy eating. They strongly encourage children to be physically active. Parents comment that the staff provide good support for their children's toilet training routines. The nursery also provides a good range of information to parents to further support children's well-being and development, such as signposting courses on healthy lifestyles.

Outcomes for children are good

The manager thoroughly reviews the progress made by all groups of children and incorporates robust steps to raise standards even further within the nursery's development plans. Children make good progress in their language and communication skills, including those who speak English as an additional language. Children develop their early reading and writing skills well through imaginative activities. They identify letters from their own name when they register at the start of the day. Children learn to count the number of steps to the playground and recognise and order written numbers.

Setting details

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| Unique reference number | 300795 |
| Local authority | Sheffield |
| Inspection number | 10072757 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 1 - 4 |
| Total number of places | 70 |
| Number of children on roll | 73 |
| Name of registered person | Montescola Limited |
| Registered person unique reference number | RP535248 |
| Date of previous inspection | 17 March 2016 |
| Telephone number | 0114 2552626 |

The Psalter Lane Nursery registered in 1993 and is located in Sheffield. The nursery employs 13 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. Two staff hold early years professional status, one has qualified teacher status and two hold an appropriate early years qualification at level 6. One holds a qualification at level 2. The nursery opens from Monday to Friday, during term time. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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